Syllabus

EDU 300: Educational Media and Technology

Fall 2005

Bailey Hall, Mondays, 4:30 - 7:00 p.m., Room 405

Instructor:

John Thurlow
Technology Specialist
South Portland School District
885-5000   Fax: 885-5644
Office: available after classes
E-mail: john@thurlow.com

Course Resource Website

http://www.johnthurlow.com   (Select University Logo Link)

Network Log-in

You need a log-in account for the University's network. If you have not done that before, please contact Academic Computing to learn how and determine your user name and password.

Blackboard Website

http://www.courses.maine.edu. Log in using your Student ID and password.

Materials:

- Thumb Drive (also known as a Jump Drive or Flash Drive). 64 or 128 MB are acceptable. These are available at Staples, Circuit City, WalMart, Radio Shack).
- Floppy disks: 4 standard 1.4 MB floppy disks: PC formatted unless you're using a Mac
- Zip disk (100 MB) formatted for a PC computer (not a 250 MB).   PC disks are recommended because they can be used in either a Mac or a Windows-based computer. You only need one.
- Headphones: a set of inexpensive headphones with a mini-plug (like those used with portable CD players). This is for listening to audio on the PC's.

- Access to a computer with Internet connection and Mozilla software. This can be downloaded for free at http://www.mozilla.org/products/mozilla1.x/   The labs at USM are available if you do not have access elsewhere; you can use either a Macintosh or a Windows-based computer.

Textbook
There will be no textbook this term. Students are assigned to locate scholarly articles.

Course   Description

This course is designed to introduce preservice teachers to technology tools that support the learning process and assist teachers with instructional design and management.

Technology changes rapidly. One goal of this course is for students to acquire a basic understanding of the history of media and technology and its evolution as a field. Technology has the potential to revolutionize the teaching-learning process and new generations of teachers need the skills and inspiration to embrace all that technology has to offer to the profession.

Topics presented include the history, theories and research, computer basics, productivity applications, electronic messaging, internet resources and web page design, multimedia, educational software and computer-assisted instruction (CAI), instructional design and curriculum integration, administration and management of technology and assistive technology for persons with disabilities.

Course   Objectives

- acquire a basic understanding of the history of educational media and technology
- gain an historical perspective on the role of technologies in the teaching-learning process
- understand how computers and other media tools can promote the acquisition of knowledge and skills, and promote critical thinking.
- explore effective application of technology in the classroom
- develop skills in using productivity software applications
- develop skills in the use of telecommunications including internet resources, the World Wide Web, electronic messaging, and other aspects of the internet
- develop skills in evaluating and using the Internet and software in the classroom
- acquire knowledge of best practices in technology integration in the curriculum
- Understand how technology can support challenged learners

Expectations of the Learner:

- attend classes and actively participate in discussions and workshops
- absence from class, arriving late to class, and leaving class early will affect your grades in this course.
- devote several hours per week for reading and practicing new technology skills
- gain access to a computer with reliable Internet connection (lab is always available)
- complete assignments on time
- maintain a ongoing electronic dialogue with the instructor for feedback and questions
- read textbook or articles assigned and other readings and be prepared for discussion
- complete a final project
- complete a response journal for the class as outlined.

Tips

- back-up your disks very frequently on your home computer. If you cannot do this, see the instructors for backing up your data. Credit cannot be given for lost assignments because of damaged or corrupt files that are not backed up. You should back up after each session or work.
- print hard copies of your work in the event of technical problems.
- use e-mail to correspond with the instructor and each other.
- you are encouraged to collaborate electronically and assist one another through e-mail.

Assessment of Learning:

- Please refer to the "Assignments" section of the Course Resource Site for a breakdown of grade points for each assignment.

Class Schedule: (subject to change)

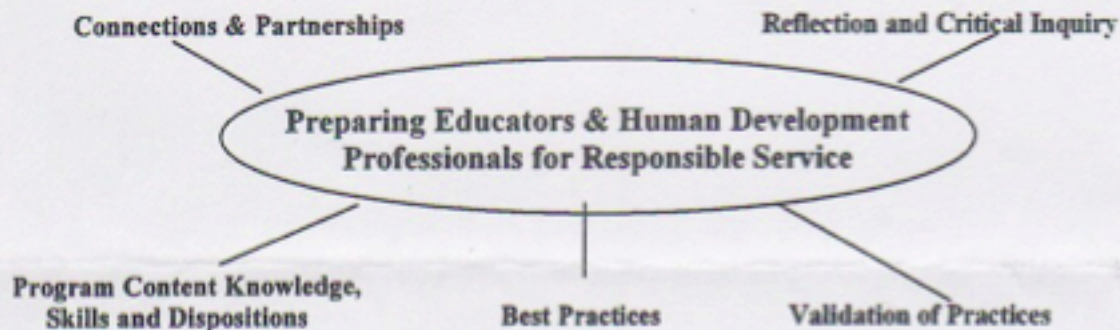- Please refer to the Calendar section on the Course Resource Site.

Adaptations and Accommodations:

Students who require adaptations of accommodations because of a disability are asked to contact the instructor as soon as possible. For information, you may also contact the Office of Academic Support for Students with Disabilities, Luther Bonney, 2nd floor, (780-4706.) Students who encounter difficulty with the course for any reason are encouraged to communicate directly with the instructor. For assistance with writing or study skills, you are encouraged to contact the University Learning Center at the Portland Campus (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Student with Disabilities, Luther Bonney, 2nd Floor (780-4706).

Attachment: COE Framework

Preparing educators and human development professionals for responsible service

Connections & Partnerships

Reflection and Critical Inquiry

Preparing Educators & Human Development Professionals for Responsible Service

Program Content Knowledge, Skills and Dispositions

Best Practices

Validation of Practices

Using Program Content Knowledge, Skills, and Dispositions to Design Educational Programs: Recognized standards of excellence guide the development of program curricula.

Forging Connections and Partnerships: Students and faculty connect theory and practice through on-going reciprocal relationships with schools, agencies, businesses, and other partnerships.

Developing Best Professional Practices: Instructors model best professional practices in the classroom and expect students to aspire high standards of professional practice.

Validating Practices: Students demonstrate through research, assessments, and other performances how content knowledge, skills, and dispositions have been achieved.

Modeling Reflection and Critical Inquiry: Students and faculty actively engage in examining, questioning, and learning from content knowledge, understandings, and their own professional development.

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